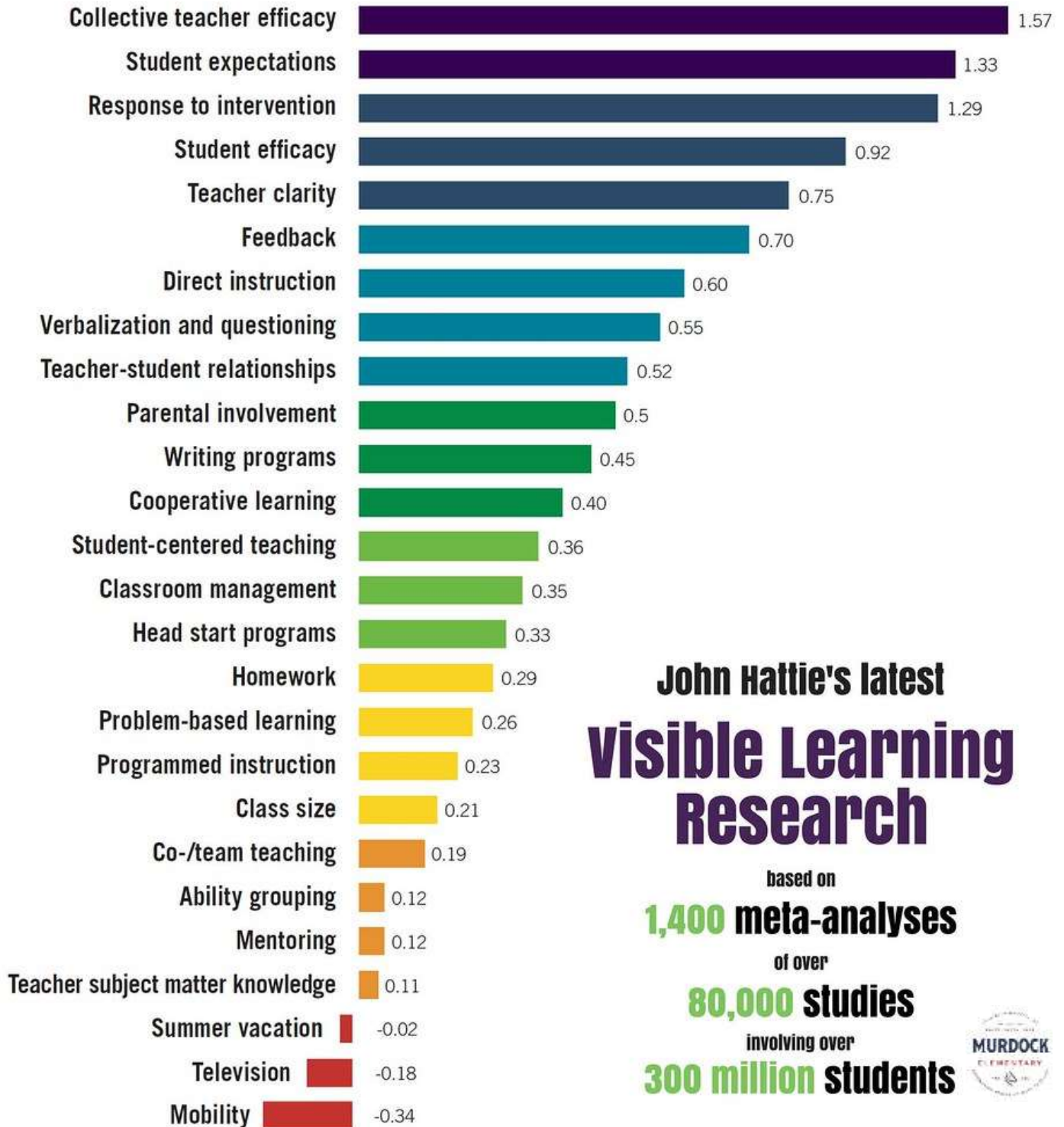


# YOU

are the difference maker.



## John Hattie's latest Visible Learning Research

based on  
**1,400 meta-analyses**  
of over  
**80,000 studies**  
involving over  
**300 million students**



# Visible Learning

## What is Visible Learning?

“Visible” refers to making student learning visible to teachers, ensuring attributes that make a “visible” difference to student learning.

The “learning” aspect refers to how we go about knowing and understanding then doing something about student “learning.”

## Making Learning Visible

You will need to be able to skip count by 2, 5 and 10 before the exam.

My goal is to be able to skip count by 2 by next Wednesday. I'm going to practice every day.



That's a great plan, don't forget to use the rubric to check yourself.

Transparent goals

- the more transparent the teacher makes the learning goals, then the more likely the student is to engage in the work needed to meet the goal.

Success criteria

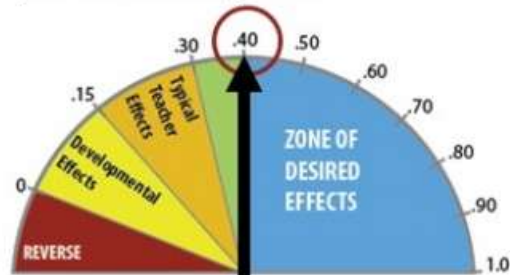
- the more the student is aware of the criteria of success, then the more the student can see the specific actions that are needed to attain these criteria.

Rapid formative feedback

- the more there is feedback about progress from prior to desired outcomes the more positive attributes to learning are developed.

## The Research

Hattie's Barometer of Influence is based on a “hinge point” of .40 which equals approximately 1 year's worth of growth.



Effect size is a method of comparing results on different measures (standardized tests, teacher tests, student work) over time or between groups that allows multiple comparisons.

## Findings



## Important Questions to Ask

- Ask the compelling why? Why am I teaching this?
- How is what I am teaching this child at this moment going to impact his/her learning tomorrow?
- What am I doing that is maximizing my impact on student learning and achievement? How do I know?
- What am I doing that is not maximizing my impact on student learning and achievement? What will I do differently?